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ABSTRACT

The purpose of this study is to determine what people know and think about Harrisburg Area Ccmmunity College (Pennsylvania) and its programs. The findings are to be used to establish or mcdify pricrities fcr ccntinued institutional develcpment. Eight ccmmunity groups were surveyed: high schocl students, high schccl prcfessicnal staff, self-employed professionals, executives of business and industry, school board members, parents of current H.A.C.C. students, labor union members, and the adult black population. The study has shcwn that: (1) high school students have a lower level of awareness and approval of H.A.C.C. than do adults; (2) the function of the college seems to be widely accepted by the community; (3) a particular need for educational services is revealed, which, while valid, has been difficult to fulfill; (4) the ma-ority fcund the cost of tuition and fees acceptable but financial aid for lcw-income students is needed; (5) the commuting distance to H.A.C.C. is generally acceptable; and (6) proportiorately four times as many white students as black planned tc attend H.A.C.C. Recommendations are made and copies of the survey instrument are included. (Authcr/CA)

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Since its beginning in 1964, the Harrisburg Area Community College has attempted to carry out its mission to the community with increasing effectiveness. While there has been evidence to indicate that the College is making a significant contribution to educational needs of the community, the reactions of area citizens have been difficult to evaluate. The purpose of this study was to determine what people know and think about several aspects of the College. The study measured knowledge about the College and its programs, evaluations of several aspects and activities of the College, and it obtained suggestions for possible changes. It is intended that the findings of the study will be used to establish or modify priorities for continued institutional development.

Procedure

To conduct the study, eight groups were identified and surveyed: high school students, high school professional staff, self-employed professionals, executives of business and industry, school board members, parents of current H.A.C.C. students, labor union members, and an adult black population. These groups reside in various areas within Cumberland, Dauphin, and Perry Counties whose school districts sponsor the College. A more detailed description of each group is included in a later section of this report.

Three separate forms of a questionnaire were devised to obtain information from the groups. From the student form (Questionnaire A), we found out what high school students know and how they feel about the College, identified them by high school class, racial or ethnic background, and obtained information about their plans after graduation from high school. The basic adult form (Questionnaire B) provided information about knowledge and attitudes concerning the College, suggestions for modifications or additions to programs and services, and selected information about the adults who responded. A variation of the basic adult form was developed to obtain information from the black population (Questionnaire C). Although similar to the basic adult form, it contained several modifications of special relevance to blacks. Copies of the three questionnaire forms are contained in the Appendix.

Three approaches were used to obtain responses to the questionnaires. One, selected high school principals were asked to have a specific number of sophomore and senior students complete Questionnaire A; to have all administrative and teaching personnel complete Questionnaire B; and then to collect and return the completed questionnaires to the H.A.C.C. research office. Two, H.A.C.C. students, acting as interviewers, introduced the questionnaire and the purpose of the study to adult blacks; the students had received some special training in survey techniques. Each interviewer was assigned a specific community area

from which he was to obtain a given number of completed questionnaires. Questionnaires were completed in the home, in the presence of the interviewer, who collected and returned them to the research office. Three, copies of Questionnaire B were mailed to adults who were selected for inclusion in the remaining five adult groups. These were returned by the respondents directly to the research office, using pre-stamped special return envelopes.

Plan of this Report

This report is written for educators at the Harrisburg Area Community College and to others with similar educational interests. It contains a summary, a description of the study and the respondents, reports findings, discusses their implications, and presents several recommendations for action by H.A.C.C. officials. To enhance the readability of the report, only the highlights of the data are presented in the body of the report, but more extensive data tabulations are contained in the Appendix. References to tables are usually shown in parentheses.

Summary of the Study

This study was intended to evaluate the views of several groups of people in the Harrisburg tri-county area regarding the Harrisburg Area Community College. These study groups were representative of actual population groups, except for the labor union group, whose members were employed by one company and lived in one community on the very edge of the College sponsoring area. The representative findings are believed to be valid and reliable. Nonetheless, not all segments of the tri-county population are adequately represented in this study; the overall description of our respondents portrays an above-average socio-economic background, though several groups were average or below in this respect.

Overall, there was a high degree of awareness among adults about the College and its operation. Best informed were school board members and parents of H.A.C.C. students. Least informed were union members, business executives, and the black population. Students revealed a fair degree of awareness about the College, but less detailed knowledge than adults. A majority of all respondents had seen the campus. They overestimated the cost of tuition and fees, but not by much. They underestimated enrollments, placing them at the level of about a year ago. And they showed an ability to identify true statements about the College and to reject false statements.

Most respondents rated the College quite favorably. Eighty-six percent estimated the value of the College to the taxpayer as excellent or good. Among adults, parents of H.A.C.C. students were the most favorable in their ratings. High school students were somewhat less favorable than adults. Over eight-tenths of the adults and six-tenths of the high school students rated the College as having a unique value, rather than being just another college to which admission is easy.

Strong support was given to the following list of possible additions or modifications in programs and services at H.A.C.C.: (1) offering additional preparatory programs for students with weak educational backgrounds, (2) becoming a four-year college, (3) offering more aids and services for needy students, (4) more college involvement in solving community problems, and (5) practical courses in income and family management. Expectedly, different groups led in support of different programs, as follows:

1. Business and industry executives - more technical and paraprofessional courses.

2. Parents - student housing.

3. Black adults - more preparatory courses, student aids, practical courses in income and family management, College involvement in the community, student housing, and a downtown center for services and courses.

4. Harrisburg residents (from all groups) - more requests for services and programs were noted than from residents of farm and open areas.

Generally, costs of tuition and fees and commuting distances were rated as acceptable.

A majority of adults rated highly the attempts by the College to provide educational opportunities to all people, but school teachers and union members rated these attempts less positively than did other groups. Most adult black respondents felt that H.A.C.C. does offer good educational opportunities to black people.

Post-school plans of high school students appeared consistent with patterns of employment and college attendance by past students, overall, particularly for white students. Compared to white students, fewer black students planned to attend H.A.C.C. and more planned to attend four-year colleges. Nearly all high school students--white and black--were aware that they would be admitted to H.A.C.C. if they applied.

The Study Groups

This section provides additional description of the eight study groups which were introduced in the previous section of the report.

It should be noted that the relative sizes of the eight respondent groups do not necessarily correspond to the sizes of the actual population groups in the tri-county Harrisburg area. Rather, each group was chosen because it represents a segment of the population whose attitudes toward the College are of particular interest. The writers assumed for this report that the responses obtained were representative for those groups. The only exception to this assumption lies with the labor union group, for reasons which are noted later. Thus, the findings can be assumed to represent how several identified groups view the College. Our findings cannot be said to reflect accurately the views of all Harrisburg area residents.

It is probable that many persons who are identified in this study with one group might also have been selected in other groups. For example, parents of H.A.C.C. students might also have been selected in several of the other adult groups.

The number of respondents from the eight groups ranged from a high of 573 high school students to a low of 35 school board members, as noted below.

Group	Number of Respondents
High school students	573
School professional staff	409
Adult black population	121
Self-employed professionals	72
Business and industry executives	84
School board members	35
Parents of H.A.C.C. students	377
Labor union members	105

Response rates from the various study groups ranged from essentially 100 percent for school students and school personnel to a low of 21 percent for labor union members (Table 1); and questionnaires were completed by nearly all of the black adults who were interviewed.

Student respondents included nearly equal numbers of sophomores and seniors who attended eight high schools which were selected on the bases of county; rural, suburban, town, or urban areas; and school size (Table 2). Students were selected in pre-determined numbers by high school principals in accordance with instructions given by the authors. All members of the professional staff who worked at these same eight high schools were asked to complete the adult form of the questionnaire, and nearly all did so. The tabulation which follows shows the numbers and school locations of the student group and the school personnel group.

School	Number of Persons Students	Faculty
Camp Hill	49	47
Carlisle	115	120
Central Dauphin	105	50
Steelton-Highspire	50	59
Trinity	62	30
Upper Dauphin	39	29
West Perry	50	23
William Penn	103	51
Total	573	409

The black population of the Harrisburg tri-county area lives in generally definable residence areas, mostly in the urban sections of Harrisburg, Steelton, and Carlisle, plus the suburban community of Edgemont. In all, 121 usable questionnaires were completed by black adults, mostly women.

Questionnaires were mailed to parents of current students at H.A.C.C., usually to fathers. Of 450 parents whose names were selected on a random basis, 84 percent returned completed questionnaires.

School board members at seven of the eight participating schools received the adult form of the questionnaire. Of 52 board members, 67 percent returned completed questionnaires.

A group of self-employed professional people, including accountants, attorneys, contractors (electric, building, and plumbing), physicians and osteopaths, psychologists, and others were identified through the yellow pages of the telephone directory. Of 125 names which were selected as a stratified random sample, 58 percent returned usable questionnaires.

Executives of business and industry were selected randomly from a list provided by the Harrisburg Area Chamber of Commerce to receive the adult form of the questionnaire. Of the 170 questionnaires which were mailed, usable replies were received from 49 percent.

Some difficulty was experienced in obtaining mailing lists from area labor associations. Names and addresses were obtained from Local 464, American Bakery and Confectionery Workers, AFL-CIO, whose members are employed by Hershey Foods Corporation. Most live in the Hershey area. Usable responses were received from 21 percent of 501 persons who received the adult form of the questionnaire. Unfortunately, it is not safe to assume that these responses are representative of the views of blue collar workers and union members, generally, because of (1) the low rate of response to the questionnaire, and (2) the fact that all respondents lived in the same small community near the eastern edge of the College's sponsoring district.

Group Characteristics

As was noted, the respondents for this study were nearly, though not completely, representative of all citizens of the Harrisburg tri-county area. In order to understand the findings of this study, we need to view responses in terms of the backgrounds of respondent groups. The description which follows includes age, sex, residence area, education, occupation, and income. Some information about race is also noted.

The high school student group was composed of 82 percent whites, 17 percent blacks, and 1 percent others (Table 3). Several differences in students' responses are noted later according to race.

Overall, the adult respondents could be described as middle-aged (Table 4). Nearly one-half were between the ages of 36 to 50, and the remainder were evenly-divided between younger and older age levels. Some differences in ages of the seven adult groups were noted. The school teachers and the black group were youngest; about one-half of each group were between 21 and 35 years of age. The business and industry executives and union members were the oldest groups, with two-fifths or more of each being over 50 years of age.

Most of the adult respondents were men, but the school students were evenly-composed of boys and girls (Table 5). Several groups were composed of four-fifths or more men--self-employed professionals, executives, school board members, and parents of H.A.C.C. students. The black adult group included three-fourths women. They were the only group which was not predominately male.

The residence pattern of respondent groups generally paralleled actual county populations. Thirty-five percent of the respondents were from Cumberland County, 59 percent from Dauphin County, and 6 percent from Perry County (Table 6). However, the residence patterns of certain groups were not distributed proportionally among the three counties. The labor union group and the black group resided entirely in Dauphin County. Self-employed professionals were concentrated in Dauphin County. One-half of the business and industry executives and teachers resided in Cumberland County.

Nearly two-thirds of all respondents reported their residence in small cities, towns, and suburban areas; over two-tenths reported living in Harrisburg; and one-sixth reported living in farm or open country areas (Table 7). Expectedly, residence patterns of several of the groups were different. Nearly all the labor union members lived in the community of Hershey; seven-tenths of the black group lived in Harrisburg; and seven-tenths of the executives and the teachers lived in small city, town, or suburban areas.

Educational level. Clearly, the entire study group was far better educated than the area population as a whole. Overall, one-sixth did not complete high school, one-fourth terminated their education with a

high school diploma, and nearly one-half graduated from college (Table 8). In comparing groups, the educational attainment level of the seven adult groups varied widely. Using college graduation as one measure, the adult groups are ranked below in order of their educational attainment.

Group	Percent who earned college degree
School teachers	97
Self-employed professionals	65
School board members	54
Business and industry executives	29
Parents of H.A.C.C. students	14
Black population	4
Labor union members	2

Occupational category. Because of the nature of the adult groups, there was broad diversity in their occupational patterns (Table 9). Naturally, most school teachers and self-employed professionals reported professional occupations. The executives group reported predominately managerial occupations. Two-thirds of the school board members reported either managerial or professional jobs. The parents of H.A.C.C. students reported a very broad distribution of occupations. The black population, predominately women, frequently reported themselves as housewives; clerical workers; and skilled, semiskilled, and unskilled workers.

Income. Overall, the respondents were essentially a middle-income group. Nearly three-tenths reported incomes of under $7500, over one-half reported incomes from $7500 to $14,999, and nearly one-fifth reported incomes of $15,000 and over (Table 10). Some group differences in income levels are notable: self-employed professionals were the most affluent, and the labor union members least affluent. Although income data were not collected from respondents in the black group, there is evidence that their income level, on the average, was less than that for other adult groups. The tabulation below lists six adult groups ranked by proportion of reported incomes of $15,000 and over.

Group	Percent with $15,000 or over income
Self-employed professionals	71
Business and industry executives	54
School board members	48
Parents of H.A.C.C. students	17
School teachers	3
Labor union members	1

The Findings

This section reports the knowledge and feelings of the study groups about several aspects of the College. It also examines the post-high school plans which were reported by the high school student group.

Knowledge about H.A.C.C.

Respondents were asked two questions to show their familiarity with the College campus: (1) Have you ever seen the H.A.C.C. campus? and (2) Have you ever attended H.A.C.C. for one or more courses? (asked only of adults). Overall, two-thirds of the respondents had seen the College (Table 11). Four-fifths or more of school teachers, school board members, and parents of H.A.C.C. students had seen the College, but only two-fifths of the labor union group so reported.

Less than five percent of all adult respondents had attended the College (Table 12), and the attendance rates among groups varied from one percent (professionals and executives) to eight percent (adult blacks).

Tuition and fees. Respondents were asked to indicate their estimate of costs for annual tuition and fees at H.A.C.C. by checking one of six figures ranging from "free" to "$700." The most nearly correct figure listed was $350, which compares to an actual cost of $340 for the academic year. Students tended to estimate the costs as $350 or higher (Table 13). Adults, however, were more accurate in their estimates. One-half noted the correct figure, and nearly equal numbers selected lower or higher figures (Table 14). Some variation in responses of adult groups was noted. Not surprisingly, parents of current H.A.C.C. students were most accurate in their estimates of College costs at H.A.C.C.

Campus location. In 1967, the College moved from rented facilities on North Second Street to a permanent campus in Wildwood Park, just north of Harrisburg. The study groups were asked to note where H.A.C.C. "is now located," from among five choices, including (1) on North Second Street, Harrisburg; (2) on the West Shore; (3) at Wildwood Park, north Harrisburg; (4) at Middletown; and (5) at Hershey. Nearly all estimates listed either the current location or the earlier location. Among school students, six-tenths reported the correct location, and over one-third put the location at North Second Street (Table 15). Predictably, seniors were far more informed than sophomores. Adults were more informed than students; nine-tenths named the correct location of the College campus (Table 16). Among adults, school board members were the most informed, and business and industry executives were least informed about the College's location.

H.A.C.C. enrollments. Respondents were asked to select the current (Fall 1970) student enrollment figure from among six choices, ranging from a low of 500 up to 7500 students. The actual College enrollment was 3750, and the most nearly correct figure listed on the questionnaire was 3500. Half of the high school students estimated the enrollment as under 3500, and one-fifth estimated the enrollment as over 3500 (Table 17). Adult estimates were higher and more accurate than those of students (Table 18). The several adult groups differed considerably in their estimates. Most accurate were parents of H.A.C.C. students and school board members, and least accurate were the blacks, executives, and school teachers.

Educational offerings. Respondents were asked to note each of eight statements concerning educational programs at the College as true or false. These statements are listed in the tabulation which follows, in descending order with which they were noted as true. Each is actually true, except (g) and (h).

Statement	Percent noting as true
a. Offers 2-year programs leading to an associate degree and transfer to 4-year colleges and universities.	87
b. Schedules classes during day and evening hours and Saturday mornings.	76
c. Offers 2-year programs leading to an associate degree and immediate employment in specialized career fields.	66
d. Offers specialized conferences, workshops, seminars, and related short programs.	63
e. Offers courses in short programs of one year or less duration.	46
f. Schedules classes at several off-campus locations.	18
g. Offers 4-year programs leading to a bachelor's degree.	12
h. Schedules classes during day hours only.	11

Respondents were most informed about (a) 2-year transfer programs and (b) scheduling classes during day, evenings, and Saturdays (Table 19). They were least informed (under one-fifth) about (f) classes being held at off-campus locations. Only a small minority of people indicated that (g) and (h)--both false--were true statements. Several groups appeared to be better informed than others; these included school board members, school teachers, and parents of H.A.C.C. students.

Evaluations of H.A.C.C.

It is difficult to measure how people feel about an institution as complex as a community college. The authors attempted a multiple approach, including asking respondent (1) to rate several listed aspects of the College; (2) to select one of several statements which, to them, best identified the College; (3) to note which of several suggested changes or additions they advocated; (4) to rate several physical and financial aspects of attending H.A.C.C.; (5) to rate past efforts by the College to provide educational opportunities to area residents. Reactions to these questions are presented in the paragraphs which follow.

Aspects of H.A.C.C. All persons in the study groups were asked to rate several aspects of the College as "excellent," "good," "fair," or "poor." Usually, considerably more "good" than "excellent" responses were reported, but for this study these two responses were combined. The aspects are listed in rank order of their combined rating by adults as "excellent" or "good."

Aspect	Percent rating excellent or good
Educational facilities	90
Overall educational opportunity	86
Value to the taxpayer	86
Two-year career (occupational) programs	84
Two-year transfer programs	82
The faculty	77
Campus enviornment	68

Most adult groups agreed on their ratings. The most positive ratings were given by parents of current H.A.C.C. students, and the most negative by black respondents. High school students usually agreed with the rank order of ratings by adults, but their ratings were lower (Table 20).

Value of H.A.C.C. To indicate citizens' perceptions of H.A.C.C., individuals were asked to select, from a list of three statements about the College, the one with which they most agreed. These statements are listed, with frequency of selection by all adults and by high school students.

Statement	Percent agreeing Students	Adults
The types of educational programs at H.A.C.C. make it a valuable college in the Harrisburg area.	56	85
H.A.C.C.'s main value is in providing persons with "a place to go if they can't get into any other college."	30	10
H.A.C.C. is just "another college" offering courses which other institutions have.	14	5

Responses to these statements indicate a strong general feeling that H.A.C.C. is making, or can make, a unique contribution to higher education in the Harrisburg area. There was little difference among adult responses to this question, regardless of their group (Table 22) or place of residence (Table 23). School students were notably less positive in their ratings, but seniors were more positive than sophomores (Table 21). Three-fifths of the seniors judged the College as "valuable," rather than being just "another college" or "a place to go."

Proposed changes in programs and services. Adults were asked to check which, from among 13 listed changes in programs and related educational services, they would advocate for H.A.C.C. The 10 most popular statements are shown in rank order of the percent of respondents who specified them. For a more complete description of these statements, see Table 24.

Statement	Percent advocating
Additional preparatory programs	54
Become a four-year college	46
Offer additional aid to needy students	42
Take a more active role in helping solve community problems	40
Offer practical courses in income and family management	40
Offer more courses in technical and paraprofessional areas	33
Provide on-campus housing for students	28
Develop a campus on the West Shore	16
Adopt stricter admissions requirements	12
Offer courses and services in downtown Harrisburg	10

The various responding groups advocated different kinds of changes. Business and industry executives led most groups in desiring more technical and paraprofessional courses. Parents led most groups in desiring on-campus housing for students. Union members noted student financial aids more often than all groups but one. The black group led all others in desiring more preparatory courses, practical courses in income and family management, downtown courses and services, more student aids, a more active College role in solving community problems, and on-campus housing.

When the proposed changes in programs and services are examined in terms of respondents' type of community residence, it is noted that Harrisburg residents advocated additional services more frequently than did the other resident groups, and the respondents from farm and open country areas advocated the fewest additional services (Table 25). The services which Harrisburg residents recommended include more practical courses in income and family planning, an off-campus location for classes, more student aids, more College activity in solving community problems,

development of H.A.C.C. into a four-year college, and on-campus student housing.

Conditions of attending H.A.C.C. Participants were asked to rate the costs of attending the College and the commuting distance. Of those who indicated the costs as "too high," "too low," or "about right," approximately nine-tenths felt that the costs were about right" (Tables 26 and 27). About half the students and three-tenths of the adults did not know how much the costs of attending H.A.C.C. were. Commuting distance to the College was rated as "reasonable" by about nine-tenths of the respondents (Table 28), but 15 percent of adult residents from farm or open country areas rated commuting distance as "too far" (Table 29).

Educational opportunities attempted. Adults responded to the question "Do you believe that H.A.C.C. has really been attempting to provide educational opportunities to all people in the Harrisburg area?" In selecting from responses of "extensively," "somewhat," or "no," over six-tenths specified that our attempts were extensive. Just two percent noted "no" (Table 30). The most favorable perceptions came from self-employed professionals, parents of H.A.C.C. students, and school board members. The least favorable perceptions came from teachers and labor union members.

Eight-tenths of the black participants responded "yes," rather than "no," to a similar statement about educational opportunities, "Do black people generally see H.A.C.C. as offering them good opportunities for a college education?" See Table 31.

Post-High School Plans of Students

Eighty-five percent of the high school students estimated that they would be accepted as H.A.C.C. students after graduation, if they applied. Nine-tenths of the seniors so estimated (Table 32).

High school students were asked to note their personal plans after high school graduation. Results are summarized below and are shown in more detail in Table 33.

Plans	Percent of students indicating each: Black	White
Work full time	21	17
Attend H.A.C.C.	4	15
Attend a four-year college	39	35
Other post-high school training	9	7
Other, and don't know	27	26
Total	100	100

Profound differences in plans of black and white students were noted. Whereas 15 percent of white students intend to attend H.A.C.C.,

only 4 percent of the black students do. These figures for black and white students correspond closely with actual attendance data for the Community College, and they reveal a tremendous difference in acceptance of and reliance upon the College by white and black students. Concurrently, more of the black students than white students planned to attend a four-year college. These data reveal an important contradiction between plans for college and actual attendance by black students.

Expectedly, seniors were more definite about their work and college plans than were sophomores (Table 33).

Summary of Findings

A brief summary of the findings of the study follows.

Most respondents have either visited or driven past the College, especially school educators, school board members, and parents of current H.A.C.C. students. However, just five percent of the respondents had actually enrolled at the College.

Tuition and related fees were estimated as somewhat higher than actual costs. Nearly all adults and most school students correctly identified the present location of the College. Current College enrollments were estimated lower than actual enrollments, but adults were better informed than high school students about enrollments.

Most adults correctly identified a list of educational programs and services which the College offers. In this respect, school board members, teachers, and parents of H.A.C.C. students were best informed. Notably, the transfer program was most frequently identified, more so than the career or occupational programs.

Generally, the College was given a vote of confidence. The several aspects of the College were rated as excellent or good by from two-thirds to nine-tenths of the respondents. The College's value to the taxpayers was rated as excellent or good by nearly nine-tenths of the respondents who offered an opinion. The College was rated as uniquely "valuable," rather than just "another college," or "a place to go if you can't get into any other," by a large majority. In this respect, high school students were less favorable than adults.

From a list of additional programs and services, between one-third and one-half of the respondents advocated more preparatory courses, becoming a four-year college, additional services to needy students and the community, and additional technical and paraprofessional programs. Some support for off-campus centers was noted.

Respondents revealed general satisfaction with costs of attending H.A.C.C. and the commuting distance to the College. A majority stated

that H.A.C.C. was attempting to create extensive educational opportunities for area citizens.

Most students believed that they would be admitted to H.A.C.C. after school graduation if they applied. Fifteen percent of the white students and four percent of the black students stated an intent to attend H.A.C.C. These findings reveal a deep difference between community college plans for black and white youngsters, and a discrepancy between college plans of black youth and their actual attendance at college.

Discussion

Implications

It is important to realize that community reactions to H.A.C.C. must be viewed against the fact that the College is the first community college in Pennsylvania and is a type of institution with no precedent in the experience of most area residents. "College," to most residents, has meant a four-year, residential institution. To young people this traditional idea of college also included opportunities for independence from parents and from earlier friends and associates. It should also be noted that the community college tends to attract large numbers of people with modest socio-economic and academic backgrounds. Compared to the four-year college, the community college lacks prestige in the eyes of many people.

This study has shown that high school students have a lower level of awareness and approval of H.A.C.C. than do adults. It would be interesting to determine if those students who planned to attend H.A.C.C. feel differently than those who planned to attend four-year colleges. It is also of interest that the parents of H.A.C.C. students were usually the most favorable, among adult groups, toward the College. According to other studies, these parents may view as assets the College's nearby location, low costs, the variety of educational programs, the opportunity for their children to live at home while attending (and thereby save money and retain some parental control), and open admissions practices.

The function of the College appears to be widely accepted by Harrisburg area residents, especially those programs and practices for which community colleges are generally known--technical and paraprofessional education, preparatory or remedial education, evening and Saturday classes, and open admissions practices. It is notable that large numbers of respondents from all groups advocated the College's taking a more active role in helping solve community problems. However, in possible contradiction, a strong desire was expressed for H.A.C.C.'s becoming a four-year college. Many educators have concluded that it would be most difficult for a four-year college to carry out the usual "community college" programs and practices, that both houses cannot exist under the same administrative roof, and yet these feelings of community residents are not to be dismissed lightly, even if they appear contradictory to college administrators.

The study revealed a particular need for educational services which, while valid, have been difficult to fulfill. Of particular interest are the recommendations by black respondents for greater community involvement and practical courses in family management. These requests reveal a strong community and personal need, but they present the problem of how to provide relevant educational services to persons not closely associated with community institutions. Past efforts of the College in community

and continuing education have been accomplished through formal organizations, usually government and employer agencies. The College must develop procedures to respond more directly to needs of minority group people such as urban blacks.

While the majority of people found the cost of tuition and fees at H.A.C.C. acceptable, other respondents noted that additional financial aids for low-income students were needed. As educators, we know that costs of college are much greater than tuition costs; they also include significant related personal expenses and earnings which the student must forego. The true cost of college attendance to youth from low-income families is often formidable, and significant amounts of financial assistance may be required if such youth are to attend college. It is notable that the groups whose incomes were lowest requested such aid more than other respondents.

People generally rated the commuting distance to H.A.C.C. as acceptable, and it is probable that the large majority of students have commuting time of one half-hour or less, one way. Yet, other studies have shown that distance from the community college affects college attendance (Koos, 1944; Willingham, 1970). A recent study of attendance patterns at H.A.C.C. showed that youth who lived within five miles from the College were more than twice as likely to attend as were those who lived more than 20 miles away, even though they still resided in a sponscring area (Snyder, 1971).

Information about post-school plans for students were startling. White students planned to attend H.A.C.C. proportionally four times as often as did black students. Actual attendance patterns at H.A.C.C. are consistent with the plans by both white students and black students. In addition, black students revealed plans to attend four-year colleges proportionally more than did white students; but, these plans by black students are not borne out by actual attendance at four-year colleges. A recent national survey showed that college freshman attendance by blacks is still proportionally less than for whites (Jacobson, 1971),and past indications are that dropout rates are higher for black students.

Recommendations

It was noted earlier that the findings of this study would be used as a guide for continued College development. Consistent with that assumption, the writers present several recommendations for action by the College to meet some of the needs identified in this study. These recommendations relate to public information about the College, recruitment of minority group students, additional educational services at off-campus locations, the student transfer function, and further community studies.

1. The College should prepare a newsletter regarding its activities for distribution to different groups of people. Distribution

may be through mailing lists,professional offices, waiting rooms, lobby areas in public buildings, and community centers, bulletin boards, and the like. Such a newsletter should be viewed as a means of accountability to citizen groups and taxpayers.

2. Periodic briefings should be provided to community leaders who are not officially involved with the College. Such persons should include educators at other area institutions; heads of government, legislative agencies, and community agencies; and indigenous community leaders regardless of offices held in formal organizations.

3. The College should communicate its activities periodically to the parents of current students. These parents appear to be most informed about and most favorable toward the College, and it follows that special information about the College would be utilized more effectively by them than by other community groups. Therefore, over a period of several years an excellent approach to informing the community about the College lies with informing students' parents.

4. This study suggests that the College does not adequately reach potential students from low-income black families. Attempts must be made to define needs, develop programs, recruit students, and provide related personal and financial assistance to such minority group students. Existing College programs for their benefit should be implemented to the limits of human and financial resources.

5. Also, to promote attendance by black youth, the College needs to develop, in cooperation with schools which have sizable enrollments of black students, procedures to identify potential students and to assess their needs for personal assistance (such as part-time employment, career and guidance information, financial aids, special housing, special advisor relationships, and programming needs). Through these and related procedures, the College must reach in high school those minority group students for whom H.A.C.C. offers the best opportunity for higher education. To do so will require placing such activities on a higher priority basis than they have been in the past.

6. The College should experiment with off-campus centers for programs and services at several locations within the three-county area. Despite potential problems, one advantage may be the discovery of effective procedures for identifying and meeting educational needs of local groups. Such centers can supplement for local groups throughout the three counties those educational services now available at the College campus.

According to previous research, the effects of distance as a barrier to using college services appears to be psychological

as well as physical, and a truly community college must be exploratory and experimental in its efforts to provide educational services.

7. The strong demand for H.A.C.C.'s becoming a four-year college indicates a need to inform people about effective relationships for student transfer which now exist with area four-year colleges. The local desire for a guaranteed four years of baccalaureate education is not to be dismissed lightly. Perhaps H.A.C.C. needs to lead exploration of a consortium of area colleges, both public and private, at which H.A.C.C. students who complete the associate degree will be guaranteed admission and acceptance of all appropriate credits earned at H.A.C.C.

8. Surveys of community perceptions such as this study should be completed at regular intervals, with particular focus on specific population groups and educational concerns. Such studies should be designed to provide information for educational decisions, rather than being mere "pulse-taking."

REFERENCES

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Willingham, Warren W. Free-Access Higher Education. New York: College Entrance Examination Board, 1970.

APPENDIX

HARRISBURG AREA COMMUNITY COLLEGE
COMMUNITY SURVEY
Questionnaire A

Instructions. This questionnaire contains a number of questions about the Harrisburg Area Community College (H.A.C.C.). Sometimes you are asked to guess or state your opinion. Be sure to answer each question, even if you are uncertain about the correct answer. Answer the questions by writing the appropriate number in the blank space on the left of each question.

___1. Your high school class.

1 Sophomore
2 Senior

___2. Sex.

1 Male
2 Female

___3. Your racial or ethnic background.

1 Afro-American or Black
2 American Indian
3 Oriental
4 Spanish American
5 White
6 Other (please list) _____

___4. County in which you reside.

1 Cumberland
2 Dauphin
3 Perry

___5. Type of home community.

1 Harrisburg city
2 Small city or town
3 Farm or open country

(Questions 6 through 8 each require your estimate of the correct answer.)

___6. The cost of tuition and fees at H.A.C.C. for full-time students who are residents of a sponsoring school district in Cumberland, Dauphin, or Perry County is about:

1 Free
2 $150 per year
3 $250 per year
4 $350 per year
5 $500 per year
6 $700 per year

___7. H.A.C.C. is now located:

1 On North Second Street, Harrisburg
2 On the West Shore
3 At Wildwood Park, North Harrisburg
4 At Middletown
5 At Hershey

4 Spanish American
5 White
6 Other (please list) _____

(Questions 6 through 8 each require your estimate of the correct answer.)

___6. The cost of tuition and fees at H.A.C.C. for full-time students who are residents of a sponsoring school district in Cumberland, Dauphin, or Perry County is about:

1 Free
2 $150 per year
3 $250 per year
4 $350 per year
5 $500 per year
6 $700 per year

___7. H.A.C.C. is now located:

1 On North Second Street, Harrisburg
2 On the West Shore
3 At Wildwood Park, North Harrisburg
4 At Middletown
5 At Hershey

___8. Enrollment at H.A.C.C. is currently about:

1 500
2 1500
3 2500
4 3500
5 4500
6 7500

(The questions which remain require your opinions.)

9. Check (X) each of the following statements about H.A.C.C. which you believe to be true.

___a. Offers 2-year programs leading to an associate degree and immediate employment in specialized career fields.
___b. Offers 2-year programs leading to an associate degree and transfer to 4-year colleges and universities.
___c. Offers 4-year programs leading to a bachelor's degree.
___d. Offers courses in short programs of one year or less duration.
___e. Schedules classes during day hours only.
___f. Schedules classes during day and evening hours and Saturday mornings.
___g. Schedules classes at several off-campus locations.
___h. Offers specialized conferences, workshops, seminars, and related short programs.

(see other side)

10. For each feature of H.A.C.C. as noted below, rate the quality as (1) Excellent, (2) Good, (3) Fair, (4) Poor.

___a. The educational facilities
___b. The faculty
___c. The campus environment
___d. Two-year degree programs in specialized occupational fields
___e. Two-year degree programs leading to transfer to four-year colleges
___f. Overall educational opportunity for Tri-County residents

___11. Copy the number of the one statement with which you most agree:

___1 H.A.C.C. is just "another college" offering courses which other institutions have.
___2 The types of educational programs at H.A.C.C. make it a valuable college in the Harrisburg area.
___3 H.A.C.C.'s main value is in providing persons with "a place to go if they can't get into any other college."

___12. The cost of attending H.A.C.C. (books, tuition, etc.) is:

___1 Too high
___2 Too low
___3 About right
___4 I don't know

___13. Which one of the two statements below do you agree with?

___1 H.A.C.C. is within reasonable commuting distance for students in my area.
___2 H.A.C.C. is too far away to expect students to commute from my area.

___14. Do you feel you would be accepted at H.A.C.C. upon graduation from high school if you applied for admission?

___1 Yes
___2 No

___15. Have you ever seen the H.A.C.C. campus?

1 Yes

___13. With one of the two statements below do you agree with?

1 H.A.C.C. is within reasonable commuting distance for students in my area.
2 H.A.C.C. is too far away to expect students to commute from my area.

___14. Do you feel you would be accepted at H.A.C.C. upon graduation from high school if you applied for admission?

1 Yes
2 No

___15. Have you ever seen the H.A.C.C. campus?

1 Yes
2 No

___16. What do you plan to do immediately after you graduate from high school?

1 Work full time
2 Attend H.A.C.C.
3 Attend a four-year college
4 Attend other post-high school training (please list) _____
5 Don't know
6 Other (please list) _____

Thank you for completing this questionnaire.

HARRISBURG AREA COMMUNITY COLLEGE
COMMUNITY SURVEY
Questionnaire B

To Residents of the Tri-County Harrisburg Area:

We are making a survey of the opinions and knowledge held by selected residents in Cumberland, Dauphin, and Perry Counties about the Harrisburg Area Community College (H.A.C.C.). Please help us by completing this questionnaire.

The questionnaire can be completed in about 10 minutes. Please answer each question. May we have your response now, if possible, and certainly within three days. Return the questionnaire by using the pre-addressed and stamped envelope which is enclosed. Thank you for your assistance.

Very truly yours,

Fred A. Snyder
Director, Research
and Community Resources

1. _____
Your name

_____
Street address

_____
City, State

Instructions. Write the appropriate number in the blank spaces on the left for each of the questions which follow.

__2. Your sex.

1 Male
2 Female

__3. Your current age.

1 Under 21
2 21 to 35
3 36 to 50
4 Over 50

__4. County in which you reside.

1 Cumberland
2 Dauphin
3 Perry

__5. Type of home community.

1 Harrisburg city
2 Small city or town
3 Farm or open country

__6. From the following list, write the number of the educational level which you have completed as of September, 1970.

1 Completed 8 grades or less
2 Attended high school
3 High school graduate
4 Attended college
5 Received bachelor's degree
6 Received master's or higher degree

___7. Please indicate your occupational category or student status from the following list:

1 Clerical (bank teller, cashier, secretary, telephone operator, etc.)
2 Managerial and office (bank officer, buyer, purchasing agent, store manager, etc.)
3 Professional (CPA, dentist, engineer, librarian, teacher or professor, etc.)
4 Sales
5 Semiprofessional and technical (draftsman, dental technician, engineering technician, surveyor, etc.)
6 Semiskilled and unskilled (assembler, service station attendant, truck driver, etc.)
7 Service (barber, beauty operator, policeman, practical nurse, etc.)
8 Skilled (mechanic, machinist, bricklayer, carpenter, electrician, repairman, welder, other tradesmen, etc.)
9 Housewife
10 Unemployed
11 Student
12 Other (please list)

___8. If you are employed full time, please indicate your approximate yearly income.

1 Up to $7,499
2 $7,500 to $14,999
3 $15,000 and over

___9. Have you ever attended H.A.C.C. for one or more courses?

1 Yes
2 No

(Questions 10 through 12 each require your estimate of the correct answer.)

___10. The cost of tuition and fees at H.A.C.C. for full-time students who are residents of a sponsoring school district in Cumberland, Dauphin, or Perry County is about:

1 Free
2 $150 per year
3 $250 per year
4 $350 per year
5 $500 per year
6 $700 per year

___11. H.A.C.C. is now located:

1 On North Second Street, Harrisburg
2 On the West Shore
3 At Wildwood Park, North Harrisburg
4 At Middletown
5 At Hershey

___12. Enrollment at H.A.C.C. is currently about:

1 500
2 1500
3 2500
4 3500
5 4500
6 7500

13. Check (X) each of the following statements about H.A.C.C. which you believe to be true.

___a. Offers 2-year programs leading to an associate degree and immediate employment in specialized career fields.
___b. Offers 2-year programs leading to an associate degree and transfer to 4-year colleges and universities.
___c. Offers 4-year programs leading to a bachelor's degree.
___d. Offers courses in short programs of one year or less duration.
___e. Schedules classes during day hours only.
___f. Schedules classes during day and evening hours and Saturday mornings.
___g. Schedules classes at several off-campus locations.
___h. Offers specialized conferences, workshops, seminars, and related short programs.

14. For each feature of H.A.C.C. as noted below, rate the quality as (1) Excellent, (2) Good, (3) Fair, (4) Poor.

___a. The educational facilities
___b. The faculty
___c. The campus environment
___d. Value to the taxpayer
___e. Two-year degree programs in specialized occupational fields
___f. Two-year degree programs leading to transfer to four-year colleges
___g. Overall educational opportunity for Tri-County residents

___15. Copy the number of the one statement with which you most agree:

1 H.A.C.C. is just "another college" offering courses which other institutions have.
2 The types of educational programs at H.A.C.C. make it a valuable college in the Harrisburg area.
3 H.A.C.C.'s main value is in providing persons with "a place to go if they can't get into any other college."

16. Please check (X) each of the statements about possible changes in educational programs at H.A.C.C. which you advocate. H.A.C.C. should:

___a. Offer additional preparatory programs which would help people with poor high school records find success at the College.
___b. Offer more courses which are designed to prepare students for jobs in technical and paraprofessional areas (please list which) _____
___c. Offer practical courses to help people learn how to manage their income, plan meals, rear children, take care of their health, and so forth.
___d. Offer only programs leading to transfer to four-year colleges and universities.
___e. Offer only career programs to prepare students for direct employment.
___f. Adopt stricter admissions requirements.

(continue on other side)

17. Please check (X) each of the statements about other possible changes at H.A.C.C. which you advocate. H.A.C.C. should:

___a. Offer courses and student services in downtown Harrisburg.
___b. Develop a second campus somewhere on the West Shore.
___c. Offer courses and student services at centers at locations other than Harrisburg (please list where) _____
___d. Offer additional financial aid which would help more young people from poor families attend college.
___e. Take a more active role in helping the community solve problems in the areas of public services, crime, human relations, etc.
___f. Become a four-year college.
___g. Provide for on-campus housing for students.

___18. The cost of attending H.A.C.C. (books, tuition, etc.) is:

1 Too high
2 Too low
3 About right
4 I don't know

___19. With which one of the two statements below do you agree?

1 H.A.C.C. is within reasonable commuting distance for students in my area.
2 H.A.C.C. is too far away to expect students to commute from my area.

___20. Do you believe that H.A.C.C. has really been attempting to provide educational opportunities to all people in the Harrisburg area?

1 Yes, extensively
2 Yes, somewhat
3 No

___21. Have you ever seen the H.A.C.C. campus?

1 Yes
2 No

22. Thank you for completing this questionnaire. Please add any comments you wish to make in the space below.

HARRISBURG AREA COMMUNITY COLLEGE
COMMUNITY SURVEY
Questionnaire C

To the Interviewer:

You can usually obtain the required information by asking the question of the person being interviewed. Answers to questions 2, 4, 5, and 7 can be filled in without asking questions. Ask the person his or her name and address, and write it legibly in the spaces for #1.

If a person has no knowledge or no opinion on a question, do not force an answer. Where this occurs, write a dash (-) in the answer blank. However, many persons will have faintly-established opinions which they do not care to defend. Assure them that we want these opinions (and try to get them), but don't press so hard for an answer as to make the respondent nervous or tense.

1. _____
Respondent's name

_____
Respondent's street address

_____
City, State

Instructions. Write the appropriate number in the blank spaces on the left for each of the questions which follow.

__2. Type of interview

1 Household
2 Community location

__3. If this is a household interview, show the family position of the respondent.

1 Parent
2 Son or daughter (use only if 18 years or older)
3 Aunt, uncle, or grandparent
4 Family friend
5 Other (list) _____

4. If this is a community location visit, write name of location. _____

_____

__5. Sex

1 Male
2 Female

__6. Age

1 Under 21
2 21 to 35
3 36 to 50
4 Over 50

__7. Type of home community

1 Harrisburg city
2 Small city or town
3 Farm or open country

___8. From the following list, write the number of the educational level which you have completed as of September, 1970.

1 Completed 8 grades or less	4 Attended college
2 Attended high school	5 Received bachelor's degree
3 High school graduate	6 Received master's or higher degree

___9. Please indicate your occupational category or student status from the following list:

1 Clerical (bank teller, cashier, secretary, telephone operator, etc.)
2 Managerial and office (bank officer, buyer, purchasing agent, store manager, etc.)
3 Professional (CPA, dentist, engineer, librarian, teacher or professor, etc.)
4 Sales
5 Semiprofessional and technical (draftsman, dental technician, engineering technician, surveyor, etc.)
6 Semiskilled and unskilled (assembler, service station attendant, truck driver, etc.)
7 Service (barber, beauty operator, policeman, practical nurse, etc.)
8 Skilled (mechanic, machinist, bricklayer, carpenter, electrician, repairmen, welder, other tradesmen, etc.)
9 Housewife
10 Unemployed
11 Student
12 Other (please list) _____

___10. Have you ever attended H.A.C.C. for one or more courses:

1 Yes
2 No

(Questions 11 through 13 each require your estimate of the correct answer.)

___11. The cost of tuition and fees at H.A.C.C. for full-time students who are residents of a sponsoring school district in Cumberland, Dauphin, or Perry County is about:

1 Free	4 $350 per year
2 $150 per year	5 $500 per year
3 $250 per year	6 $700 per year

___12. H.A.C.C. is now located:

1 On North Second Street, Harrisburg	4 At Middletown
2 On the West Shore	5 At Hershey
3 At Wildwood Park, North Harrisburg	

___13. Enrollment at H.A.C.C. is currently about:

1 500	4 3500
2 1500	5 4500
3 2500	6 7500

(The following questions require your opinions.)

14. Check (X) each of the following statements about H.A.C.C. which you believe to be true.

___a. Offers 2-year programs leading to an associate degree and immediate employment in specialized career fields.
___b. Offers 2-year programs leading to an associate degree and transfer to four-year colleges and universities.
___c. Offers 4-year programs leading to a bachelor's degree.
___d. Offers courses in short programs of one year or less duration.
___e. Schedules classes during day hours only.
___f. Schedules classes during day and evening hours and Saturday mornings.
___g. Schedules classes at several off-campus locations.
___h. Offers specialized conferences, workshops, seminars, and related short programs.

15. For each feature of H.A.C.C. noted below, rate the quality as (1) Excellent, (2) Good, (3) Fair, (4) Poor.

___a. The educational facilities
___b. The faculty
___c. The campus environment
___d. Value to the taxpayer
___e. Two-year degree programs in specialized occupational fields
___f. Two-year degree programs leading to transfer to four-year colleges
___g. Overall educational opportunity for Tri-County residents

___16. Copy the number of the one statement with which you most agree:

___1 H.A.C.C. is just "another college" offering courses which other institutions have.
___2 The types of educational programs at H.A.C.C. make it a valuable college in the Harrisburg area.
___3 H.A.C.C.'s main value is in providing persons with "a place to go if they can't get into any other college."

17. Please check (X) each of the statements about possible changes in educational programs at H.A.C.C. which you advocate. H.A.C.C. should:

___a. Offer additional programs which would help people with poor high school records find success at the College.
___b. Offer more courses which are designed to prepare young people for occupations (please list which) _____
___c. Offer practical courses to help people learn how to manage their money, plan meals, rear children, take care of their health, and so forth.
___d. Offer only programs leading to transfer to four-year colleges and universities.
___e. Offer only career programs to prepare students for direct employment.
___f. Adopt stricter admissions requirements.

18. Please check (X) each of the statements about other possible changes at H.A.C.C. which you favor. H.A.C.C. should:

___a. Offer courses and student services in downtown Harrisburg.
___b. Develop a second campus somewhere on the West Shore.
___c. Offer courses and student services at centers at locations other than Harrisburg (please list where) _____
___d. Offer additional financial aid which would help more young people from poor families attend college.
___e. Take a more active role in helping the community solve problems in the areas of public services, crime, human relations, etc.
___f. Become a four-year college.
___g. Provide for on-campus housing for students.

___19. The cost of attending H.A.C.C. (books, tuition, etc.) is:

1 Too high
2 Too low
3 About right
4 I don't know

___20. With which one of the two statements below do you agree?

1 H.A.C.C. is within reasonable commuting distance for students in my area.
2 H.A.C.C. is too far away to expect students to commute from my area.

___21. Do Black people generally see H.A.C.C. as offering them good opportunities for a college education?

1 Yes
2 No

22. If H.A.C.C. really wants to help Black people, what do you recommend that it should do?

1. _____
2. _____
3. _____

___23. Have you ever seen the H.A.C.C. campus?

1 Yes
2 No

_____
Name of Interviewer

TABLE I
RESPONSE RATES FOR STUDY GROUPS

	Number mailed*	Percent returned
Professionals	125	57.6
Business and industry executives	170	49.4
School board members	52	67.3
Parents of H.A.C.C. students	450	83.8
Labor union members	501	21.0

* number of deliverable questionnaires.

TABLE 2
HIGH SCHOOLS AND COUNTY LOCATION OF STUDENTS
AND SCHOOL PERSONNEL, AS PERCENTAGES

	Students		School
	Sophs. N=298	Seniors N=275	persnl N=409
Dauphin County			
Central Dauphin	19.1	17.5	12.2
Steelton-Highspire	8.4	9.1	14.4
Upper Dauphin	6.7	6.9	7.1
William Penn	16.4	19.6	12.5
Total	50.7	53.1	46.2
Cumberland County			
Trinity	10.1	11.6	7.3
Camp Hill	8.4	8.7	11.5
Carlisle	20.1	20.0	29.3
Total	39.0	40.4	48.2
Perry County			
West Perry	10.7	6.5	5.6
Total respondents	100.0	100.0	100.0

TABLE 3
RACIAL OR ETHNIC BACKGROUND
OF HIGH SCHOOL STUDENTS

	N	%
White	468	81.7
Afro-American or Black	95	16.6
American Indian	5	.9
Spanish American	2	.3
Oriental	1	.2
Other	2	.3
Total	573	100.0

TABLE 4
AGE OF ADULT RESPONDENTS, AS PERCENTAGES

	School persnl N=407	Prof'l N=72	B & I execut N=83	School board N=35	Parent N=377	Labor union N=105	Adult black N=117	Total N=1196
Under 21	.7	0	0	0	3.2	1.9	6.8	2.1
21 to 35	53.1	13.9	13.3	11.4	1.1	20.0	49.6	27.1
36 to 50	31.2	51.4	42.2	57.1	65.8	37.1	34.2	45.7
Over 50	15.0	34.7	44.6	31.4	30.0	41.0	9.4	25.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 5
SEX OF RESPONDENTS, AS PERCENTAGES

	Male N=276	Female N=297	Total N=573
Students:			
Sophomores	51.3	48.7	100.0
Seniors	44.7	55.3	100.0
Total	48.2	51.8	100.0

	Male N=810	Female N=390	Total N=1200
Adults:			
School personnel	59.2	40.8	100.0
Professionals	90.1	9.9	100.0
Executives	91.6	8.4	100.0
School board members	82.9	17.1	100.0
Parents of H.A.C.C. students	78.2	21.8	100.0
Labor union members	68.6	31.4	100.0
Adult blacks	26.7	73.3	100.0
Total	67.5	32.5	100.0

TABLE 6
RESIDENCE BY COUNTY, AS PERCENTAGES

	Studnt N=574	School persnl N=390	Prof'l N=70	B & I execut N=75	School board N=35	Parent N=326	Labor union N=105	Adult black N=121	Total N=1696
Cumberland	39.2	47.9	31.4	49.3	40.0	35.6	0	0	35.4
Dauphin	51.7	47.4	68.6	50.7	42.9	59.2	99.0	100.0	59.0
Perry	9.1	4.6	0	0	17.1	5.2	1.0	0	5.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 7
TYPE OF HOME COMMUNITY, AS PERCENTAGES

	Studnt N=545	School persnl N=405	Prof'l N=70	B & I execut N=81	School board N=35	Parent N=373	Labor union N=103	Adult black N=119	Total N=1731
Harrisburg city	23.7	15.6	25.7	9.9	17.1	16.9	0	71.4	21.5
Small city, town or suburbs	59.3	71.1	55.7	72.8	62.9	61.7	98.1	22.7	62.9
Farm or open country	17.1	13.3	18.6	17.3	20.0	21.4	1.9	5.9	15.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 8
EDUCATIONAL LEVEL OF ADULT RESPONDENTS, AS PERCENTAGES

	School persnl N=407	Prof'l N=72	B & I execut N=83	School board N=35	Parent N=374	Labor union N=105	Adult black N=116	Total N=1192
Completed 8 grades or less	0	4.2	2.4	0	8.0	19.0	6.0	5.2
Attended high school	.5	5.6	4.8	2.9	15.0	21.9	31.9	10.7
High school graduate	.2	19.4	28.9	25.7	45.6	47.6	39.7	26.3
Attended college	2.0	5.6	34.9	17.1	17.4	9.5	18.1	12.0
Received bachelor's degree	59.2	25.0	22.9	31.4	10.2	1.0	4.3	27.9
Received master's or higher degree	38.1	40.3	6.0	22.9	4.0	1.0	0	17.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 9
OCCUPATIONAL CATEGORY OF ADULT RESPONDENTS, AS PERCENTAGES

	School persnl N=404	Prof'l N=72	B & I execut N=84	School board N=35	Parent N=371	Labor union N=101	Adult black N=116	Total N=1183
Clerical	0	1.4	4.8	8.6	11.6	3.0	18.1	6.3
Managerial and office	1.0	12.5	75.0	34.3	17.5	3.0	3.4	13.5
Professional	98.5	68.0	5.6	34.3	10.5	3.0	6.0	43.4
Sales	0	4.2	1.2	5.7	5.9	2.0	1.7	2.7
Semiprofessional and technical	0	0	0	0	7.5	1.0	1.7	2.6
Semiskilled and unskilled	0	0	0	0	9.7	45.5	12.1	8.1
Service	0	0	0	0	3.0	0	4.3	1.4
Skilled	.2	13.9	9.5	2.9	18.9	27.7	8.6	10.8
Housewife	0	0	0	8.6	7.5	7.9	23.3	5.6
Unemployed	0	0	0	0	1.9	1.0	6.0	1.3
Student	0	0	0	0	0	0	6.9	.7
Other	.2	0	3.6	5.7	5.9	5.9	7.8	3.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 10
YEARLY INCOME OF RESPONDENTS EMPLOYED FULL TIME, AS PERCENTAGES

	School persnl N=392	Prof'l N=66	B & I execut N=79	School board N=29	Parent N=312	Labor union N=87	Total N=965
Up to $7,499	25.8	1.5	13.9	6.9	31.7	64.4	28.0
$7,500-$14,999	71.4	27.3	31.6	44.8	51.6	34.5	54.6
$15,000 & over	2.8	71.2	54.4	48.3	16.7	1.1	17.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 11
PERCENT OF RESPONDENTS WHO HAVE SEEN THE H.A.C.C. CAMPUS

	Studnt N=551	School persnl N=400	Prof'l N=72	B & I execut N=82	School board N=35	Parent N=372	Labor union N=102	Adult black N=118	Total N=1732
Yes	50.5	80.7	62.5	53.7	80.0	84.7	38.2	69.5	66.6
No	49.5	19.3	37.5	46.3	20.0	15.3	61.8	30.5	33.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 12
ATTENDANCE AT H.A.C.C. BY ADULT RESPONDENTS, AS PERCENTAGES

	School persnl N=404	Prof'l N=71	B & I execut N=83	School board N=35	Parent N=373	Labor union N=104	Adult black N=119	Total N=1189
Yes	5.0	1.4	1.2	5.7	3.2	5.8	8.4	4.4
No	95.0	98.6	98.8	94.3	96.8	94.2	91.6	95.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 13
ESTIMATE OF TUITION AND FEES AT H.A.C.C. BY HIGH SCHOOL STUDENTS, AS PERCENTAGES

	Total N=565	Blacks N=94	Whites, Others N=471	Sophs. N=291	Seniors N=272
Free	3.0	3.2	3.0	5.2	.7
$150 per year	7.6	7.4	7.6	7.9	7.4
$250 per year	18.8	24.5	17.6	17.5	20.2
$350 per year	30.4	35.1	29.5	27.5	33.5
$500 per year	26.4	16.0	28.5	27.1	25.4
$700 per year	13.8	13.8	13.8	14.8	12.9
Total	100.0	100.0	100.0	100.0	100.0

TABLE 14
ESTIMATE BY ADULTS OF TUITION AND FEES AT H.A.C.C., AS PERCENTAGES

	School persnl N=388	Prof'l N=64	B & I execut N=77	School board N=34	Parent N=369	Labor union N=93	Adult black N=113	Total N=1138
Free	2.6	3.1	3.9	2.9	.5	2.2	2.7	2.0
$150 per year	11.6	6.3	1.3	0	12.2	4.3	8.0	9.5
$250 per year	21.4	10.9	13.0	11.8	8.4	31.2	21.2	16.5
$350 per year	42.5	35.9	42.9	58.8	66.7	37.6	30.1	48.9
$500 per year	17.0	28.1	31.2	23.5	9.8	18.3	23.0	17.1
$700 per year	4.9	15.6	7.8	2.9	2.4	6.5	15.0	6.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 15
KNOWLEDGE OF H.A.C.C. LOCATION BY HIGH SCHOOL STUDENTS,
AS PERCENTAGES

	Total N=569	Blacks N=95	Whites, Others N=474	Sophs. N=293	Seniors N=274
On North Second St. Harrisburg	56.0	9.5	41.4	43.0	28.8
On the West Shore	3.2	1.1	3.6	4.4	1.8
At Wildwood Park, North Harrisburg	38.5	89.5	52.3	48.8	68.6
At Middletown	1.8	0	2.1	2.7	.7
At Hershey	.5	0	.6	1.0	0
Total	100.0	100.0	100.0	100.0	100.0

TABLE 16
KNOWLEDGE BY ADULTS OF H.A.C.C. LOCATION, AS PERCENTAGES

	School persnl N=397	Prof'l N=71	B & I execut N=80	School board N=34	Parent N=371	Labor union N=98	Adult black N=117	Total N=1168
On North Second St., Harrisburg	10.8	4.2	20.0	0	1.6	14.3	2.6	7.3
On the West Shore	1.3	0	0	0	.5	0	0	.6
At Wildwood Park, North Harrisburg	86.6	94.4	77.5	100.0	97.6	82.7	95.7	90.9
At Middletown	1.3	1.4	1.3	0	.3	1.0	.9	.9
At Hershey	0	0	1.3	0	0	2.0	.9	.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 17
ESTIMATE OF H.A.C.C. ENROLLMENT BY HIGH SCHOOL STUDENTS, AS PERCENTAGES

	Total N=567	Blacks N=93	Whites, Others N=474	Sophs. N=291	Seniors N=274
500	3.2	7.5	2.3	4.5	1.8
1500	18.2	28.0	16.2	16.2	20.4
2500	29.6	34.4	28.7	26.5	32.8
3500	28.2	21.5	29.5	30.9	25.5
4500	16.9	8.6	18.6	16.8	16.8
7500	3.9	0	4.6	5.2	2.6
Total	100.0	100.0	100.0	100.0	100.0

TABLE 18
ESTIMATE BY ADULTS OF H.A.C.C. ENROLLMENT, AS PERCENTAGES

	School persnl N=389	Prof'l N=66	B & I execut N=77	School board N=34	Parent N=359	Labor union N=88	Adult black N=112	Total N=1125
500	2.1	3.0	9.1	0	.6	9.1	10.7	3.5
1500	24.2	18.2	23.4	20.6	7.2	31.8	23.2	18.8
2500	39.1	28.8	32.5	20.6	25.1	18.2	27.7	30.2
3500	26.5	40.9	26.0	47.1	53.2	28.4	18.8	35.8
4500	6.7	9.1	7.8	11.8	12.5	11.4	15.2	10.1
7500	1.5	0	1.3	0	1.4	1.1	4.5	1.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 19
KNOWLEDGE OF EDUCATIONAL OFFERINGS AT H.A.C.C., AS PERCENTAGES

	Studnt N=576	School persnl N=409	Prof'l N=72	B & I execut N=84	School board N=35	Parent N=377	Labor union N=105	Adult black N=121	Total N=1779
Offers 2-year career programs	63.2	74.6	56.9	61.9	82.9	66.3	51.4	62.0	65.8
Offers 2-year transfer programs	81.4	94.9	86.1	84.5	94.3	94.4	83.8	63.6	86.8
Offers programs of 1 year or less	50.0	51.6	45.8	47.6	40.0	36.9	39.0	43.0	46.0
Schedules classes during day, evenings, and Saturdays	75.3	82.2	73.6	65.5	88.6	77.2	74.3	60.3	75.9
Schedules classes at off-campus locations	23.4	14.2	8.3	14.3	17.1	16.2	14.3	25.6	18.2
Offers specialized conferences, workshops, and seminars	77.3	65.8	58.3	45.2	80.0	50.4	40.0	58.7	63.2
Offers 4-year bachelor-degree programs	24.5	5.1	6.9	8.3	8.6	2.9	8.6	19.0	12.4
Schedules classes during day hours only	21.7	7.1	6.9	4.8	0	4.8	6.7	14.0	11.5

TABLE 20
RATINGS OF FEATURES OF H.A.C.C.

	Rank Order and Percentage Rating Excellent or Good							
	Total		Studnt		school persnl		Prof'l	
	Rank	%	Rank	%	Rank	%	Rank	%
Educational facilities	1	89.8	1	81.2	1	90.6	2	90.7
Faculty	6	77.3	5	69.0	6	77.0	6	84.6
Campus environment	7	67.8	6	56.5	7	73.4	7	76.8
Value to taxpayer	3	85.6	-	----	4	88.7	4	86.2
2-year career programs	4	83.7	4	76.9	2.5	89.7	5	86.0
2-year transfer programs	5	81.8	3	77.1	5	81.4	3	86.3
Overall educational opportunity for tri-county residents	2	85.7	2	77.4	2.5	89.7	1	96.6

	Rank Order and Percentage Rating Excellent or Good									
	B & I execut		School board		Parent		Labor union		Adult black	
	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%
Educational facilities	1	88.2	1	93.8	1	96.2	1	89.9	1	80.0
Faculty	5	77.8	7	73.3	6	83.7	6	80.5	4	72.2
Campus environment	7	58.5	4	80.0	7	77.9	7	70.1	5	70.3
Value to taxpayer	6	77.6	6	75.0	3.5	91.5	5	80.8	7	65.2
2-year career programs	4	81.4	2	89.7	3.5	91.5	2	87.8	6	67.0
2-year transfer programs	3	82.2	5	77.4	5	90.1	3.5	82.9	2	78.0
Overall educational opportunity for tri-county residents	2	86.4	3	87.5	2	95.7	3.5	82.9	3	74.7

TABLE 21
RATING OF H.A.C.C.'S VALUE BY HIGH SCHOOL STUDENTS, AS PERCENTAGES

	Total N=552	Blacks N=91	Whites, Others N=461	Sophs. N=284	Seniors N=266
Just "another college'	13.8	13.2	13.9	16.9	10.5
A valuable college in the Harrisburg area	56.3	49.5	57.8	51.1	62.0
A place to go if persons can't be admitted into any other college	29.9	37.4	28.4	32.0	27.4
Total	100.0	100.0	100.0	100.0	100.0

TABLE 22
RATING BY ADULTS OF H.A.C.C.'S VALUE, AS PERCENTAGES

	School persnl N=391	Prof'l N=68	B & I execut N=79	School board N=34	Parent N=368	Labor union N=96	Adult black N=110	Total N=1146
Just "another college"	4.9	4.4	5.8	2.9	4.6	7.3	5.5	4.9
A valuable college in the Harrisburg area	81.8	82.4	88.6	79.4	91.0	81.3	80.9	85.1
A place to go if persons can't be admitted into any other college	13.3	13.2	7.6	17.6	4.3	11.5	13.6	10.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 23
RATING BY ADULTS OF H.A.C.C.'S VALUE BY TYPE OF HOME COMMUNITY, AS PERCENTAGES

	H'burg city N=152	Sm. city town or suburb N=710	Farm or opn.cntry N=163
Just 'another college'	3.9	5.4	3.7
A valuable college in the Harrisburg area	84.2	85.2	87.1
A place to go if persons can't be admitted into any other college	11.8	9.4	9.2
Total	100.0	100.0	100.0

TABLE 24
CHANGES AT H.A.C.C. WHICH ADULT RESPONDENTS ADVOCATE, AS PERCENTAGES

	School persnl N=409	Prof'l N=72	B & I execut N=84	School board N=35	Parent N=377	Labor union N=105	Adult black N=121	Total N=1203
Courses & Programs								
Offer additional developmental courses	54.0	37.5	48.8	54.3	51.2	54.3	74.4	53.9
Offer additional technical courses	30.9	30.6	41.7	34.3	24.1	24.8	49.6	33.0
Offer practical courses in home and family management	46.5	31.9	32.1	34.3	31.8	37.1	54.5	39.7
Offer only transfer programs	5.4	15.3	4.8	11.4	9.0	4.0	11.6	8.6
Offer only career programs	6.8	11.1	10.7	11.4	5.6	10.5	19.8	8.7
Adopt stricter admissions requirements	15.4	6.9	11.9	17.1	10.6	11.4	6.6	12.0
Other aspects								
Offer courses and student services in downtown Harrisburg	10.0	6.9	3.6	5.7	5.6	7.6	35.5	10.2
Develop a second campus on the West Shore	15.9	16.7	19.0	5.7	17.8	7.6	16.5	15.8
Offer courses and student services at area locations	6.6	2.8	8.3	5.7	4.2	19.0	24.0	9.2
Offer more financial aid	37.2	41.7	33.3	22.9	40.8	53.3	67.8	42.4
Be more active in community affairs	45.0	29.2	36.9	34.3	32.4	40.0	62.0	40.5
Become a 4-year college	29.1	56.9	29.8	20.0	65.5	45.7	53.7	45.9
Provide on-campus housing	20.8	20.8	16.7	17.1	35.5	17.1	51.2	27.8

TABLE 25
CHANGES AT H.A.C.C. WHICH ADULT RESPONDENTS ADVOCATE,
AS PERCENTAGES, BY TYPE OF HOME COMMUNITY

	H'burg city N=158	Sm. city town or suburb N=741	Farm or opn.cntry N=170
Courses & Programs			
Offer additional developmental programs	50.6	52.6	48.8
Offer additional technical courses	27.8	32.7	29.4
Offer practical courses in home & family management	43.0	37.9	33.5
Offer only transfer programs	12.7	7.8	7.1
Offer only career programs	7.6	8.0	6.5
Adopt stricter admissions requirements	12.0	12.7	12.9
Other aspects			
Offer courses and student services in downtown Harrisburg	14.6	6.7	3.5
Develop a second campus on the West Shore	12.7	15.9	17.6
Offer courses and student services at area locations	3.2	9.3	5.3
Offer more financial aid	47.5	39.5	33.5
Be more active in community affairs	53.2	37.5	27.1
Become a 4-year college	54.4	42.8	44.1
Provide on-campus housing	31.0	23.3	27.1

TABLE 26
FEELINGS BY HIGH SCHOOL STUDENTS ABOUT COST OF ATTENDING H.A.C.C. (BOOKS, TUITION, ETC.), AS PERCENTAGES

	Total N=550	Blacks N=90	Whites, Others N=460	Sophs. N=281	Seniors N=267
Costs too high	6.2	4.4	6.5	9.3	3.0
Costs too low	1.1	0	1.3	1.4	.7
Costs about right	42.4	38.9	43.0	29.2	55.8
Costs not known	50.4	56.7	49.1	60.1	40.4
Total	100.0	100.0	100.0	100.0	100.0

TABLE 27
FEELINGS BY ADULT GROUPS ABOUT COST OF ATTENDING H.A.C.C.
(BOOKS, TUITION, ETC.), AS PERCENTAGES

	School persnl N=383	Prof'l N=69	B & I execut N=77	School board N=35	Parent N=365	Labor union N=98	Adult black N=119	Total N=1146
Costs too high	1.8	2.9	1.3	2.9	4.7	1.0	7.6	3.3
Costs too low	2.3	4.3	0	5.7	1.1	3.1	0	1.8
Costs about right	56.9	36.2	53.2	71.4	87.1	43.9	51.3	63.8
Costs not known	38.9	56.5	45.5	20.0	7.1	52.0	41.2	31.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 28
FEELINGS BY ALL GROUPS ABOUT COMMUTING DISTANCE TO H.A.C.C.,
AS PERCENTAGES

	Studnt N=548	School persnl N=399	Prof'l N=72	B & I execut N=78	School board N=35	Parent N=368	Labor union N=101	Adult black N=117	Total N=1718
Within reasonable commuting distance	88.7	93.7	100.0	88.5	100.0	91.0	96.0	96.6	92.0
Too far away	11.3	6.3	0	11.5	0	9.0	4.0	3.4	8.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 29
FEELINGS BY ADULT GROUPS ABOUT COMMUTING DISTANCE, AS PERCENTAGES BY TYPE OF HOME COMMUNITY

	H'burg city N=154	Sm. city town or suburb N=719	Farm or opn.cntry N=168
Within reasonable commuting distance	99.4	96.3	85.1
Too far away	.6	6.4	14.9
Total	100.0	100.0	100.0

TABLE 30
RATINGS BY ADULT GROUPS OF ATTEMPTS BY H.A.C.C. TO PROVIDE EDUCATIONAL OPPORTUNITIES, AS PERCENTAGES

	School persnl N=388	Prof'l N=69	B & I execut N=76	School board N=35	Parent N=368	Labor union N=98	Total N=1034
Yes, extensive attempts	49.0	78.3	64.5	71.4	72.6	55.1	61.8
Yes, somewhat	47.7	21.7	35.5	25.7	27.2	39.8	36.3
No attempts	3.4	0	0	2.9	.3	5.1	1.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 31
ADULT BLACKS' FEELINGS ABOUT WHETHER H.A.C.C. OFFERS GOOD OPPORTUNITIES FOR A COLLEGE EDUCATION, AS PERCENTAGES

	N=96
Yes	81.3
No	18.8
Total	100.0

TABLE 32
HIGH SCHOOL STUDENT ESTIMATES OF CHANCE FOR ADMISSION
TO H.A.C.C., AS PERCENTAGES

	Total N=546	Blacks N=89	Whites, Others N=457	Sophs. N=280	Seniors N=264
Yes, would be admitted	85.0	87.6	84.5	79.6	90.5
No, would not be admitted	15.0	12.4	15.5	20.4	9.5
Total	100.0	100.0	100.0	100.0	100.0

TABLE 33
AFTER-GRADUATION PLANS OF HIGH SCHOOL STUDENTS,
AS PERCENTAGES

	Total N=549	Blacks N=90	Whites, Others N=459	Sophs. N=282	Seniors N=265
Work full time	17.5	21.1	16.8	15.2	20.0
Attend H.A.C.C.	13.5	4.4	15.3	11.3	15.8
Attend 4-year college	35.3	38.9	34.6	33.7	37.0
Other post-high school training	7.3	8.9	7.0	7.8	6.8
Don't know	20.9	24.4	20.3	27.7	13.6
Other	5.5	2.2	6.1	4.3	6.8
Total	100.0	100.0	100.0	100.0	100.0